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ABSTRACT

This booklet is one of five in the Peace Corps (PC) Programming and Training Guidelines collection that provides agency-wide programming and training guidance for PC staff and project partners. It is an introduction to the PC international development strategy. The booklet describes the PC approach to development; how the PC implements its development approach; and how the PC designs, implements, and assesses its development projects. Chapter 1 provides information on the PC and defines key terms used in the booklet. Chapter 2 on development first discusses different approaches to development. It then focuses on the PC's approach. It describes the capacity building framework that includes individual community members, professionals and service providers, organizations, and communities; sustainable development; and long-term versus short-term approaches. Chapter 3 addresses how the PC implements its development approach. It discusses how the PC transforms ideas into action and how the PC implements country program strategy using the PC's 10 project criteria. Chapter 4 focuses on the project cycle, an ongoing process of designing, implementing, assessing, and revising a project while at the same time developing and delivering training that supports the goals of the project. Acronyms, a glossary, and an index are appended. (YLB)

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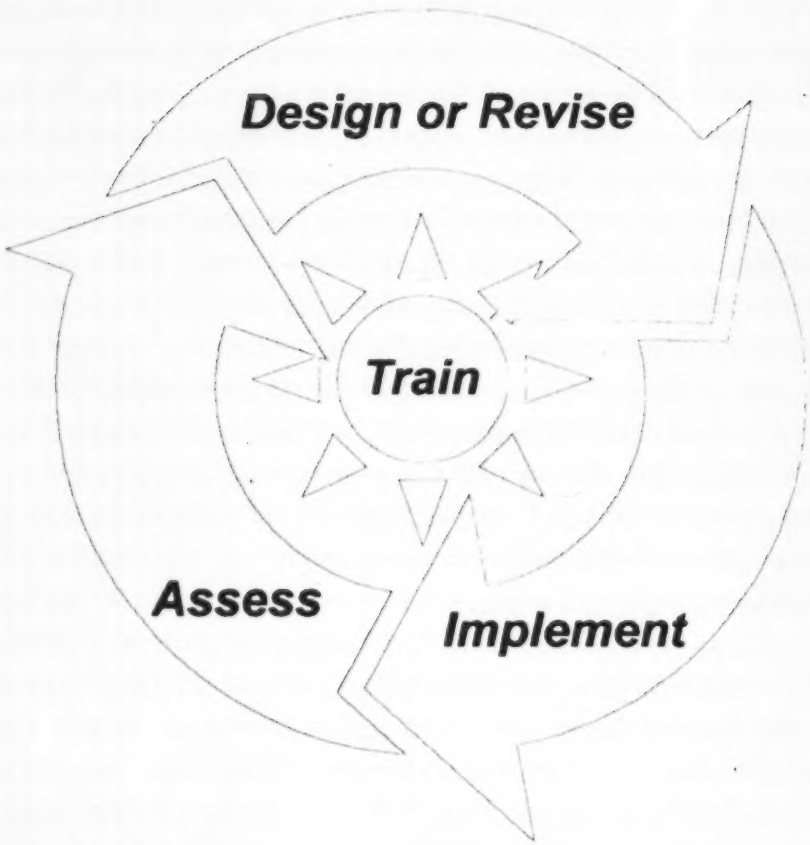
Booklet 1
The Basics



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Programming and Training
Booklet 1
The Basics

Peace Corps

November 2001

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Preface

The Peace Corps Programming and Training Guidelines is composed of 6 Booklets. The booklets provide agency-wide programming and training (P&T) guidance for Peace Corps staff and project partners.

Booklet 1: Programming and Training: The Basics is an overview of the Peace Corps' approach to P&T.

Booklet 2: How to Design or Revise a Project offers a step-by-step approach for designing or revising a project, beginning with analyzing the situation in a country and ending with a complete project plan.

Booklet 3: How to Integrate Second and Third Goals Into Programming and Training provides ideas on how to integrate the Peace Corps' cross-cultural second and third goals into programming and training.

Booklet 4: How to Assess a Project shows how to design and implement a monitoring and evaluation plan.

Booklet 5: How to Implement a Project provides guidance, tips, and tools to use in implementing a project including information on site development, how to train and support Volunteers, and the agency's planning and budgeting system.

Booklet 6: How to Integrate Programming and Training offers guidance on how to effectively develop training that supports programming goals.

The Peace Corps first developed agency guidelines for programming and training through the production of the Programming and Training System (PATS) in 1990. In response to feedback from posts, numerous field and headquarters staff revised and updated the publication. The Peace Corps gratefully acknowledges the contributions of everyone who participated in the development and production of this manual.

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Introduction

About this Booklet

This booklet is an introduction to the Peace Corps international development strategy. It can be useful for anyone with a connection to the Peace Corps. This booklet describes:

- The Peace Corps approach to development
- How the Peace Corps implements its development approach
- How the Peace Corps designs, implements, and assesses its development projects

A Little Bit about Peace Corps

The Peace Corps is a United States government agency that promotes peace around the world by sharing one of America's greatest resources: volunteers. In a speech before 10,000 students at the University of Michigan in the early hours of the morning on October 14, 1960, President John F. Kennedy issued a challenge: How many students would be willing to serve their country and the cause of peace by living and working in the developing world? The response was swift and strong. By March of 1961, the Peace Corps was born and with it, three simple but powerful goals:

1. To help the peoples of interested countries and areas in meeting their needs for trained men and women;
2. To help promote a better understanding of the American people on the part of the peoples served;
3. To help promote a better understanding of other peoples on the part of the American people.

These three goals continue to guide the work of the Peace Corps and its Volunteers. Volunteers and communities work together to bring about change. They learn from each other, share the learning with others, and as a result, promote greater opportunities for development and peace around the globe.

Programming is an ongoing, flexible process requiring the design, implementation, assessment, and redesign of development projects. Staff and Volunteers, faced with the ever changing opportunities and challenges of development work, have found that well-designed and managed projects contribute to the satisfaction of Volunteers and host-country community partners, and result in more meaningful contributions to development. It is the job of programming and training staff, and particularly Associate Peace Corps Directors (APCD) or Program Managers, to help Volunteers apply their many skills and talents in a coordinated and collaborative way to

accomplish identified development goals. This manual provides guidelines to help make this happen.

About the Programming and Training Guidelines

The *Programming and Training Guidelines* is a collection of six booklets. Each booklet provides in-depth information on a specific aspect of programming and training.

Programming and Training Booklet 1: The Basics describes the Peace Corps and how it does development work. The information in this booklet will help Peace Corps staff develop a better understanding of Peace Corps' programming and training strategy. It can also be used to communicate an understanding of the Peace Corps to host-country agency representatives and to help explore ways to work together. Posts may want to translate this booklet into the local language to facilitate dialogue.

Booklets 2 through 6 consist of:

Booklet 2: How to Design or Revise a Project

Booklet 3: How to Integrate Peace Corps' Second and Third Goals into Programming

Booklet 4: How to Assess a Project

Booklet 5: How to Implement a Project

Booklet 6: How to Integrate Programming and Training

This *Programming and Training Guideline* is a guide for facilitating a partnership between programming and training staff, Volunteers, host-country partner agencies, and other project stakeholders. For an overall picture, you can read the manual from front to back. Then you can use each booklet as you work on a particular aspect of programming or training. Or, if you are an experienced programmer, you may choose to consult particular sections as you need them.

Key Terms Used in this Booklet

Many of the terms used in this Booklet have more than one definition. To ensure that everyone working in programming and training is communicating well, it is important to use the same definitions for these words. The following definitions reflect the meanings used in this manual.

Community partners	The men, women, or youth in communities that share responsibilities with Volunteers to carry out project activities. There is an exchange of skills and cultural information shared between Volunteers and their community partners. Other names for community partners are counterpart and homologue. Community partners may be selected at sites prior to a Volunteers' arrival or Volunteers may select appropriate community partners once they develop relationships at their sites.
Host-country agency partners	Both host-country government ministries and local non-governmental agencies (NGOs) that are designing, implementing, and/or assessing a project. There may be a single agency or several agencies that are involved in a project in some role.
Program	All Peace Corps activities within one country, both operational and programmatic. The entire Peace Corps operation at a post is called the Peace Corps program.
Programming	The process by which the Peace Corps and host country agency partners work together to design, implement, and assess projects that are carried out by Volunteers and community partners.
Project	All Volunteer activities related to a common purpose. The purpose is achieved by implementing a set of goals and objectives. A project may be defined by sectors (e.g., Community Health, Micro-enterprise) or it may be focused on one issue and involve several sectors (e.g., Household Food Security Project).
Sector	All Volunteer activities within one content area. Peace Corps activities are classified according to the following sectors: Agriculture, Education, Environment, Health, Business Development, and Youth Development. Water and Sanitation projects are included in the Health sector.
Stakeholders	Individuals or groups of individuals who either affect or are affected by a project. In a Peace Corps project, this typically includes community members, community partners or counterparts, supervisors, host-country agency partners, external donors, Volunteers, programming and training staff, and headquarters staff.

Development: The Big Picture

The word *development* is used in so many ways that it has come to mean different things to different people. Some speak of housing developments or the development of infrastructure, such as roads and bridges. Others speak of the economic development of countries. Development in its broadest sense is any process that promotes the dignity of a people and their capacity to improve their own lives. For people to live the fullest lives possible they sometimes must struggle to overcome such obstacles as climate, geography, economics, politics, and social conditions. Peace Corps Volunteers become catalysts for facilitating such change.

Different Approaches to Development

There are several different approaches to bringing about development. One approach is to maximize momentum by influencing national policy while at the same time organizing individuals at the grassroots level on a particular issue. Another approach is to identify and act upon the social, political and economic environments affecting a particular issue. Some development agencies also focus on a crucial key variable, such as girls' education, that results in wider and multiple changes.

Each of these approaches highlight important considerations for development planning. Some approaches have components where Volunteers generally do not work, such as the social and political change at higher levels. However, the Peace Corps often provides grassroots development assistance while other agencies are working at different levels.

The Peace Corps' Approach to Development

The Peace Corps uses the word *development* in human, people-to-people terms: helping people develop the capacity to improve their own lives. By using a human capacity building approach, the focus of the work is on the development of people, not things. The capacity building approach focuses on helping people learn to identify what they would like to see changed, use their own strengths and learn new skills to achieve what they believe is most important. With this approach, development is not just creating a garden, but organizing and training people in establishing and maintaining their own garden. However, for development to be long-lasting, efforts should not be geared only to individuals but rather to several different but integrated levels.

Below is a description of the capacity building framework. Taken as a whole, this framework provides the structure for planning and evaluating sustainable development work in any sector.

The Capacity Building Framework

Individual members of the community: Students in a classroom, farmers in a cooperative, clients served by a non-governmental organization (NGO), or other project participants. Building capacities at this level is usually a Volunteer's major focus.

Professionals and Service Providers: Teachers in a school, leaders of an NGO, or managers of a farmers' cooperative. While each Volunteer has an identified community partner who may or may not be a service provider, there are others at the same level of leadership as Volunteers who provide services to the individual members of the community. Strengthening capacities at this level helps ensure local leadership for continuing activities into the future. Capacity building activities might include workshops, modeling improved methods, trainings, or support in a community activity.

Organizations: Schools, NGOs, or farmers' cooperative where Volunteers are placed. Strengthening organizational capacities, such as management skills within an NGO, working with teachers to develop organizational skills and materials for a school, or helping health workers develop a record keeping system for a clinic, all help root other activities in an ongoing, functioning, and supportive environment.

Communities: A group of people living in the same area, most commonly the village or neighborhood. Capacity building at the community level refers to activities that have a broader community focus. Examples of activities that build capacity at the community level might be the celebration of Earth Day or a CCBI module that culminates in organizing a community meeting on girls' education or health needs.

For development to be effective and long-lasting, capacity building needs to happen at a number of levels. Volunteers often work directly with community members in order to affect them directly and to experience their concerns and issues. But Volunteers also work with others, such as with counterparts or other service providers, organizations and communities as a whole to also support individual community members. They do this because other people might have better access to particular community members. In addition, the more messages community members hear from different people, the more likely they are to internalize those messages. Lastly, by involving others, efforts are more likely to be sustained after Volunteers leave. For example, a Peace Corps HIV/AIDS prevention project aims to get young people to change their at-risk behaviors. In this project, Volunteers talk directly with youth. But Volunteers also train youth to train other youth. In addition, some Volunteers also work with local health clinics to provide better adolescent health care services. And lastly, Volunteers also work with adult community groups in order to transform social norms concerning sexual practices.

Sustainable Development

Development work is said to be sustainable when the community is able to continue on its own without outside support. The Peace Corps sees sustainable development as a process whereby people learn to build on their own strengths to take charge of their lives, and to address their expressed needs. Planning for sustainability requires considering several different contextual factors:

- Culturally sustainable: Does the basic approach or concept fit within and build on local beliefs and traditions, or will it be seen as an "outsider's idea" and not be acceptable or continued when the Volunteers leave?
- Politically sustainable: Does the political will exist to continue efforts after outsiders, such as Peace Corps Volunteers, leave?
- Economically sustainable: Will there be sufficient local resources, or the capacity to generate them when supportive outsiders, such as Volunteers, leave?
- Managerially sustainable: Will there be the local management capacity to carry on the work when the Volunteers leave?
- Environmentally sustainable: As the project grows, will there be enough environmental resources to sustain activities?

Sustainability is like a tree with spreading branches and spreading roots. The branches represent the outreach of the development activities. Each root represents one aspect of sustainability. No one root can hold up or sustain the tree. The deeper the roots, the wider the outreach of the branches can be.

Long-term Versus Short-term Approaches

Human capacity building is a long-term process. In development it is often more appealing to work on short-term goals that can be completed quickly. For example, in an area that needs clean water, it might appear to be more efficient to simply build village wells so that people can have clean water. A hired crew could come in and do it quickly and leave.

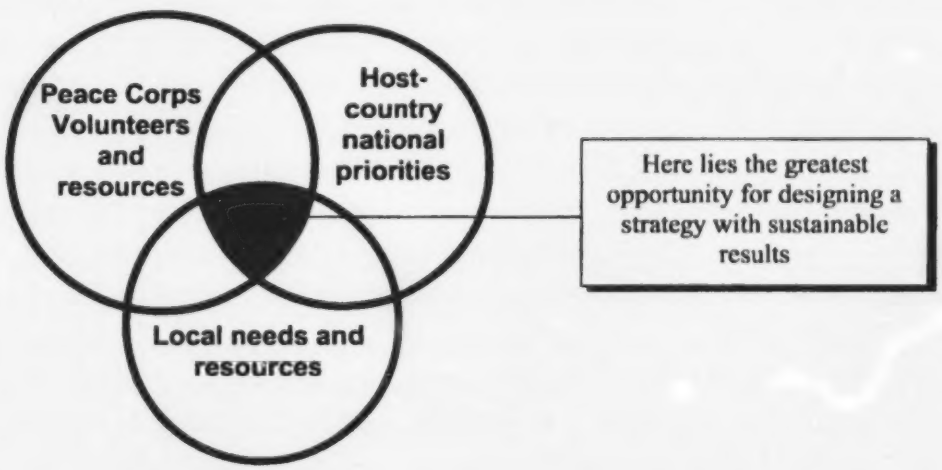
In a capacity building approach, the real goal is building the capacity within the community to identify their own needs and strengths, plan the project, and build and maintain the wells themselves. This approach might include working with a youth development NGO focused on job skills training by helping them teach young people well digging and maintenance skills. This might take a year or more, but it will build capacities that will have positive long-term impacts.

How the Peace Corps Implements its Development Approach

How the Peace Corps Transforms Ideas into Action

While sending fifty well-intentioned Volunteers into a country, each to do good work in different ways, might ultimately result in some good outcomes, it would be difficult to paint an overall picture of what the Peace Corps is doing. It would also be hard for the Volunteers and host-country community partners to see whether or not they were accomplishing something sustainable. To have a positive long-term impact, it is necessary to think strategically about what the host country hopes to accomplish and what Peace Corps Volunteers are able to do. The Peace Corps does this by organizing Volunteer efforts strategically through country programs and projects with collaboratively planned and well thought-out purposes, goals and objectives.

Peace Corps' country programs and projects are designed with three sets of considerations in mind.


Peace Corps Volunteers and resources
Host-country national priorities
Local needs and resources
Here lies the greatest opportunity for designing a strategy with sustainable results

Country Program Strategy Statement: Peace Corps/Paraguay

Based on the Comprehensive Country Evaluation recently carried out, as well as a series of programming-driven IPBS [Integrated Programming and Budget System] staff retreats over the past month, Peace Corps/Paraguay has defined the following overall strategy:

In the period 1998-2000, Peace Corps/Paraguay will continue to provide sound grassroots development assistance to Paraguay in the areas Paraguay needs it most: health, agriculture, environment, small business development, education, and urban youth development.

The following are programming emphases that were started last year and will continue into the future:

1. An integrated multi-project approach to agricultural diversification, commercialization, and the production and marketing of value-added goods for a poor rural population in need of new sources of income;

2. Training for teachers of K-12 to improve children's education in the basic skills: reading/writing, math, and health; and,

3. A multifaceted approach to supporting at-risk urban youth to develop the skills, attitudes and values they need to avoid drugs and delinquency, and to become successful, healthy adults.

New initiatives that will be undertaken in 1998-2000:

1. Collaborating with the government of Paraguay and other agencies to support Paraguay's efforts towards greater decentralization of decision-making and services to municipalities and local communities.

2. Supporting the efforts of local and international volunteerism by combining efforts on a multisectoral regional development project in the remote rural district of Alto Verá, Itapúa, with the White Helmets volunteer organizations of Argentina/Paraguay and by consolidating efforts with other volunteer agencies from Japan.

3. Extending the geographic reach of our program to areas of the country where needs are growing and where Peace Corps/Paraguay and other institutions has yet to dedicate significant resources or effort: the Chaco; the new settlements in northern and eastern Paraguay; and Itapúa and Alto Paraná.

It is important for APCDs and Project Managers to know their post's country program strategy. It provides the overall rationale for designing and implementing their projects and for training Volunteers. The program strategy is reviewed annually and described in the Integrated Planning and Budget System (IPBS) document.

How the Peace Corps Implements Country Program Strategy

To implement a country program strategy, posts arrange Volunteers' efforts around specific projects. As previously defined, a project refers to all Volunteer activities related to a common purpose. The purpose is achieved by implementing a set of goals and objectives. A project may be defined by a sector, for example, Urban Youth Development or Natural Resource Management. Or, it may be focused on one issue and involve several sectors, such as Household Food Security that includes Agriculture, Health, and Environment. Although a project defines a specific course of action, it is not meant to be rigid and inflexible. A project can be adapted as it is implemented, based on experience and available resources, including Volunteer skills.

Peace Corps projects are based on meeting certain programming criteria that reflect the Peace Corps' philosophy, host-country priorities, and local needs and resources.

The Peace Corps' Project Criteria

A strong project:

1. increases local capacity.
2. strives to address expressed needs of those who have limited access to resources and opportunities.
3. seeks sustainable results that complement other development efforts.
4. has local participants as partners in developing, implementing, and assessing the project.
5. considers gender relationships and promotes women's participation to increase their status and opportunities.
6. places Volunteers at the local level where needs occur.
7. does not displace qualified and available local workers with Volunteers.
8. uses the types and numbers of Volunteers that are consistent with available applicants.
9. has local Peace Corps staff and resources to train and support Volunteers to complete their assignments successfully.
10. has host agencies and communities as partners who can support the project and the Volunteers.

These criteria are important when designing a new project, revising an existing project, or evaluating an ongoing project. A project should meet as many of the criteria as possible. Each programming team must decide which criteria are feasible for their project. *Booklet 2: How to Design or Revise a Project* has a complete discussion of each of the criteria.

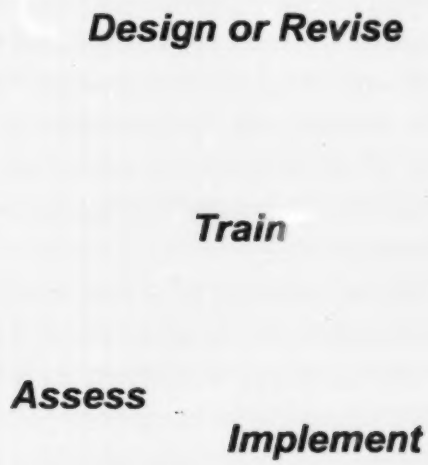
Below is an example of how these criteria were used to determine an appropriate focus for a project .

> One country had a goal to increase the education available to its people so that it could compete more effectively in the global market. The Peace Corps responded by suggesting an English teaching program in secondary schools. The Ministry of Education agreed and requested 25 English professors to work in the secondary schools that prepared students for university level courses. The Peace Corps reviewed the criteria with the Ministry officials and, as partners, were able to see that such a project was not appropriate for the Peace Corps. Such a project would not serve those with the most limited access to resources and opportunities, and the number of Volunteers with the skills needed for the project was not available. The Peace Corps staff and Ministry officials continued to talk. They made visits to rural schools where English was a part of the curriculum but no English teachers were available. It was decided that the Peace Corps could more effectively serve the country by working in these rural schools with the students, teachers, and community to develop English skills. In the long run this would help the Ministry achieve its goals on a much broader level.

In reality, the Peace Corps does not have its own projects. It develops projects *in partnership* with host-country agency partners. All partners share the project. The partnership may be with a single agency or several agencies. As partners, all agencies have responsibilities to develop, manage, and assess the project. Without such shared responsibilities, the project does not meet the Peace Corps' development philosophy or criteria. Strategic planning is the glue that cements the partnerships between the Peace Corps and its host-country partner agencies. The Peace Corps has learned from its forty years of experience that working in a partnership creates the greatest opportunity for Volunteers and community partners to work productively together toward sustainable changes.

The Project Cycle

The project cycle is an ongoing process of designing, implementing, assessing, and revising a project while at the same time developing and delivering training that supports the goals of the project.



Design or Revise a Project

The first step of programming is to design a project based on the country program strategy and the common ground between host-country national priorities, local needs and resources, and the Peace Corps' philosophy and resources.

A project is designed and revised in collaboration with host-country agency partners. This is an ongoing and constantly changing process. There are four basic questions to ask when designing or revising a project:

- Where are we now?
- Where do we want to go?
- How will we get there?
- How will we know when we get there?

These questions are discussed in greater detail in *Booklet 2: How to Design or Revise a Project.*

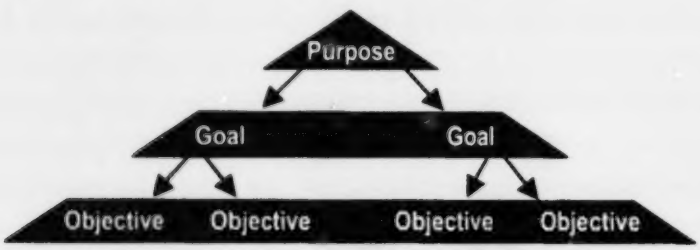
Where Are We?

The first step in designing a project is to determine what is currently happening. Although this seems obvious, many times in development history, well-meaning development organizations have charged ahead, implementing their own ideas of how to help. The result may be, at best, indifference from those being helped and, at worst, leaving the community members in a poorer or more dependent situation than when the development work started. Information about the present situation can be collected from reading, interviews, participatory activities, and observation. A needs assessment can help point you in the right direction and gather the information you will need to start writing a project plan.

Where Do We Want to Go?

In addition to related background information, a project plan contains a purpose, several goals, and some objectives for each goal. together the purpose, goals, and objectives are known as the project framework. creating a project framework is an analytical and creative task that programming staff and host-country agency partners do together. The project framework is the heart of the planning process. It describes, in a few sentences, the project's activities and what is expected to happen as a result of the activities.

A project framework is a series of statements that describe what you and the host-country agency partners plan to do with the project and what you expect to happen as a result of the project activities. These statements flow from one to the other logically and move from broad statements to more specific activities. The project framework that the Peace Corps uses includes three levels, which are linked: purpose, goals, and objectives.



- The objectives of a specific goal should lead to the achievement of that goal
- The goals should lead to the achievement of the project purpose

Here is a description of each level of a project framework. For more detailed information see *Booklet 2: How to Design or Revise a Project.*

Purpose

A purpose statement answers the question, What is the broad desired improvement in people's lives that will result from this project? It should be brief and explain why the project is being implemented. It is helpful to write the purpose in an active voice. A purpose should state who is the partner that will experience the change, what change is expected, and what the impact of that change will be.

Example:

Rural communities will improve the quality of education so that they will have access to opportunities and resources in the future.

Goal

Goal statements should answer the question, What condition needs to occur to achieve the project's purpose? Goal statements give a more concrete picture of the groups the project will work with and the improvements that will happen in their lives as a result of the project. Goals are long-term, general and not quantified. They are challenging but realistic. A project should have two to four goals.

Example:

1) Students, especially girls, in secondary schools and Science Resource Centers will obtain employable skills and improve their math and science skills through innovative teaching methods and extra-curricular activities.

2) Teachers will enhance their analytical and decision making skills and use innovative teaching methodologies and techniques in the teaching of mathematics, science, and visual arts.

Objectives

Objectives answer two questions, What major activities will Volunteers and their community partners do? and, What knowledge, attitudes, skills, or behaviors are expected to change because of these activities? Objectives are specific statements that describe the activities of Volunteers and community partners and the desired changes in knowledge, attitude, behaviors or skills that happen because of those activities. Several objectives together achieve a goal. They are quantifiable and measurable. Each goal should have between two and four objectives.

Example:

1) By 2002, Volunteers and community members will have trained 500 out-of-school youth in water-borne diseases and HIV/AIDS prevention through youth camp activities. This will result in at least 250 peer educators training 5,000 out-of-school youth in the same topics through drama and puppet show competitions.

2) By 2002, volunteers and teacher counterparts will have trained 240 students through health clubs in eight schools. This will result in at least 50 students using at least one method of prevention for both water-borne and infectious diseases.

How Will We Get There?

Once you and the host country agency partners have determined where you want to go by developing a project framework, it is necessary to figure out exactly how you will get there. Several decisions need to be made, such as, Who will go? What resources are needed? When will you go? In planning a project there are many similar questions. During this phase of planning you will be developing the project strategy. Key decisions that need to be planned for include:

- Where will the project take place?
- What number of Volunteers will you need to achieve the project's goals?
- Who will be supervisors and community partners for the Volunteers?
- What additional resources might the project need to achieve success?

More information is provided in *Booklet 2: How to Design or Revise a Project* to help you answer these questions.

How Will We Know When We Get There?

Because the Peace Corps' goal is to provide Volunteers and community partners with opportunities to promote sustainable development, it is important to assess whether the project has achieved that goal. This involves a monitoring and evaluation plan that is based on the project framework. *Booklet 4: How to Assess a Project* goes into detail on how to design a monitoring and evaluation plan.

Implement the Project

Once a project has been designed, many things must happen to ensure Volunteers and community partners will experience a productive two years. Matching the right people with the right project is the first task. The Peace Corps is committed to recruiting Volunteers who have relevant interests and experiences, and training them to do the work that is needed.

Booklet 5: How to Implement a Project discusses the major areas involved in successful project implementation. Topics covered in Booklet 5 include:

- *Planning and Budgeting*—the agency-wide planning and budgeting process and post-specific planning processes and tools
- *Site Development*—site identification and selection, Volunteer Placement, and on-going partnerships.
- *Volunteer Training and Support*—Pre-Service Training (PST), In-Service Training (IST), Close of Service

(COS), site visits and reports, and a list of helpful resources.

- *Communications*—tools for Invitees, Trainees, Volunteers, and Project Partners.

Assess the Project

The Peace Corps assesses both the implementation and results of its projects. Assessment of a project requires both monitoring and evaluation. Monitoring and evaluation are important management tools that help us learn from projects in order to improve them and to design better projects in the future.

Monitoring

Monitoring is an ongoing process that answers the question, How are we doing? Typically, monitoring provides indications of progress in achieving project objectives. In the Peace Corps, this means monitoring major Volunteer activities and their results or outcomes. Monitoring allows us to improve project design, implementation methods, and the quality of the results. All Peace Corps projects should include an effective monitoring component.

Evaluation

Evaluation is generally done at a particular point in time, such as in the middle or at the end of a project. It answers the question, What differences can we see as a result of our efforts? It often assesses the overall value of a project and may focus more on long term impact at the project goal or purpose. Because of project needs or limited resources, not all Peace Corps projects undergo full evaluations.

The information learned from assessing a project is important for providing feedback to Volunteers and community partners, and for improving project design, management, and implementation. However, it is also important for the Peace Corps headquarters to learn about the impact of Volunteers work. Each year the projects' accomplishments, strengths, and weaknesses are reported to headquarters in the Project Status Report (PSR). Information from this report is sent to headquarters where technical and operational staff will read for lessons learned that can be shared with other posts. Headquarters uses this information to provide the support post's need to achieve project success. The Peace Corps also uses this information to share success and lessons learned with different groups and organizations.

A complete description of the assessment process, including forms and examples, can be found in *Booklet 4: How to Assess a Project.*

Acronyms

AA	Assignment Area
AF	Africa Region
AID	Agency for International Development
ALO	Administrative Liaison Officer
AO	Administrative Officer
AOT	Administrative Officers Training
APCD	Associate Peace Corps Director
APCMO	Area Peace Corps Medical Officer
AWOL	Absence Without Leave
BIT	Budget Implementation Team
CAO	Chief Administrative Officer
CBT	Community-Based Training or Computer-Based Training
CCBI	Community Content Based Instruction
CD	Country Director Or Community Development
CDA	Country Desk Assistant
CDO	Country Desk Officer
CDU	Country Desk Unit
CHOPS	Chief of Operations
COLA	Cost of Living Adjustment
COS	Close (or Continuation) of Service
COTR	Contracting Officer's Technical Representative
DOS	Department of State or Description of Service
EEO	Equal Employment Opportunity
EMA	Europe, the Mediterranean, and Asia
ET	Early Termination
FAD	Field Assistance Division
FSN	Foreign Service National
FTE	Full Time Employee
GAO	General Accounting Office
GO_	Government Of _____
GPO	Government Printing Office
GSO	General Service Office
GTR	Government Travel Rates
HCA	Host Country Agency
HCN	Host Country National
HOR	Home of Record
HQ	Headquarters
HRM	Human Resource Management
IAP	Inter-America and the Pacific Region
ICE	Information Collection and Exchange
IFO	International Financial Operation
IG	Inspector General
IP	Individual Placement

IPBS	Integrated Planning and Budget System
IRM	Information Resources Management
IST	In Service Training
KAR	Key Agency Resources
LCP	Local Compensation Plan
LQA	Living Quarters Allowance
LWOP	Leave Without Pay
M&IE	Meals and Incidental Expenses
MED SEP	Medical Separation
MOA/U	Memorandum of Agreement/Understanding
MOU	Memorandum of Understanding
MS	Manual Section or Medical Services
MSI	Meritorious Step Increase
NGO	Non-Governmental Organization
OF-XXX	Optional Form number XXX (as in OF-206)
OJT	On the Job Training
OMB	Office of Management and Budget
OPM	Office of Personnel Management
OPMAN	Operations Manual
OSD	Overseas Staff Development
OST	Overseas Staff Training
P&T	Programming and Training
PASA	Participating Agency Support Agreement
PDM	Project Design and Management
PBR	Periodic Budget Review
PC/W	Peace Corps Washington
PCMO	Peace Corps Medical Officer
PCMS	Peace Corps Manual Section
PCT	Peace Corps Trainee
PCV	Peace Corps Volunteer
PCVC	Peace Corps Volunteer Coordinator
PDO	Pre-Departure Orientation
PLU	Program Learning Unit
PO	Personnel Officer or Programming Officer
PO	Purchase Order
POV	Privately Owned Vehicle
PPA	Planning And Policy Analysis
PR	Procurement Request
PSC	Personal Services Contractor
PSD	Program Support and Development
PSR	Project Status Report
PST	Pre-Service Training
PTA	Programming and Training Advisor
PTLO	Programming and Training Liaison Officer
PTO	Programming and Training Officer

PTQ	Pre-Training Questionnaire
PVO	Private Volunteer Organization
QBR	Quarterly Budget Review
QTRS	Quarterly Trainee Request System
RA	Readjustment Allowance
RAU	Regional Assistance Unit
RD	Regional Director
RDD	Resource Development Division
RFP	Request For Proposal
RPCV	Returned Peace Corps Volunteer
RPSO	Regional Procurement Supplies Office
RSO	Regional Security Officer
SAV	Special Assignment Volunteer
SBD	Small Business Development
SCD	Service Computation Date
SED	Small Enterprise Development
SF-XXX	Standard Form Number XXX (as in SF-171)
SOW	Statement of Work
SPA	Small Project Assistance
SPBR	Second Periodic Budget Review
SRPTC	Sub-Regional Programming & Training Coordinator
SSN	Social Security Number
STAU	Short Term Assistance Unit
TA	Task Analysis, Technical Assistance, or Travel Authorization
TCC	Temporary Continuation of Coverage
TCN	Third Country National
TCT	Third Country Training
TDY	Temporary Duty
TI	Trainee Input
TO	Training Officer or Travel Orders
TOT	Training of Trainers
TR	Trainee Requests
TSDU	Training and Staff Development Unit
TSP	Thrift Savings Plan
TSR	Training Status Report
UFR	Unfunded Request
USC	United States Code
UTR	Unfunded Trainee Request
USDO	U.S. Disbursing Office(r)
VAD	Volunteer Assignment Description
VRS	Volunteer Recruitment and Selection
VS	Volunteer Support
WID	Women in Development
WHO	World Health Organization

Glossary

Assignment Area (AA)	Description of the training, qualifications, and experience required for a specific Volunteer assignment. Also indicates a generic job title and code number for a Volunteer assignment.
Baseline Data	Data that describe the situation to be addressed by a project and serve as the starting point for measuring the performance of that project.
Benchmarks:	Activities or decision points that are critical to the achievement of objectives. Benchmarks should have time frames to help track progress towards meeting objectives.
Close of Service Conference	A planned event that marks the end of a Volunteer's service. Activities are planned to assist Volunteers in making the transition back to the United States and to receive Volunteer feedback on their assignments.
Community Members	The individuals who are the ultimate target of a project intervention and for whom the project is working to improve upon a basic life condition, i.e., food, shelter, health, employment, education, income - quality of life indicators, etc.
Community Partners	The individuals with whom Volunteers work in community settings, sometimes referred to as counterparts or service providers.
Competency	A particular skill, knowledge, attitude, or behavior required to perform a given task
Country Agreement	A legally binding document developed by the Peace Corps and the overseeing host-country governmental body responsible for overseeing Peace Corps activities. This document specifies Peace Corps program goals and activities.
Description of Work	Document that defines the goals of training and provides the following: general guidelines for trainer responsibilities, expected trainee competencies, number of instruction hours, course content, host-country officials to be used as resources for training, and country-specific requirements particular to the training.
Development Cooperation Agencies	Organizations involved in development efforts in the host country. These include large NGOs (CARE), bilateral organizations (USAID from the U.S. or DANIDA from Denmark), or multilateral organizations (UNICEF). These may or may not be stakeholders who have some involvement in a Peace Corps project. However, it is helpful to be aware of the activities of these agencies to better understand the development context in the host country and the most appropriate role for the Peace Corps.
Evaluation	Part of assessment, done at a particular point in time, such as in the middle or at the end of a project. It usually answers the questions: Did we do what we said we were going to do? and What are the results of our efforts?
Focus group	Data collection technique where a group of selected participants are guided in a discussion on a specific topic.

Host-country Agency Partners	Host-country government ministries and/or local non-governmental agencies (NGOs) that are co-designing, implementing, and assessing a project with Peace Corps. There may be one or more agency partners involved in a project in some role.
Indicator	A marker or characteristic that represents the achievement of an objective. Indicators need to be relevant to the situation, specific, measurable, and feasible.
In-Service Training	Training activities that take place in the Volunteer's assigned country during the period of service and meet a Volunteer's ongoing training needs: technical, linguistic, cross-cultural, health, and personal safety.
Integrated Planning and Budget System (IPBS)	An annual process that describes a Peace Corps post's program strategies and goals, including proposed new projects, a description of the year's programming and training events, and budget for the country program.
Interview	A data gathering technique in which a set of questions (structured or unstructured) are asked of an individual or a group of individuals.
Learning Objective	Learning Objectives describe what the trainee will be able to do as a result of training. Most learning objectives are made up of three parts: Performance, the measurable or observable knowledge, attitude, skill or behavior the trainee learns, The condition under which the learned knowledge, attitude, skill or behavior is observed, and The standard of performance, or how well the trainee demonstrates the new knowledge, attitude, skill or behavior.
Memo of Understanding	When referring to programming, an MOU is a document that defines the terms of agreement between Peace Corps and a host-country agency regarding a collaborative project. The MOU, also called "Project Agreement", contains or refers to the project plan and defines the responsibilities of the Volunteers, Peace Corps staff, and the HCA.
Monitoring	Part of an ongoing assessment that answers the question: How are we doing? It provides information on the day-to-day functioning of the project.
Observation	A systematic data collection technique for watching people or events and recording what is seen.
Outcomes	The changes in project participants resulting from project activities. Outcomes may relate to changes in knowledge, skills, attitudes, values, behavior, conditions, or status.
Participatory Evaluation	Participatory evaluation involves project stakeholders in the different phases of an evaluation effort including planning and design, collecting and analyzing the data, and disseminating and using the results.
Program	Refers to all Volunteer activities within one country. For example, the entire Peace Corps operation in Ecuador is referred to as the Peace Corps program in Ecuador.

Project	All Volunteer activities related to a common purpose. The purpose is achieved by implementing a set of goals and objectives. For example, under the Health sector in Mali, there are two projects – one Water/Sanitation Project and one Maternal and Child Health project.
Project Agreement	A document which, although not legally binding, serves as a contract between the Peace Corps and host-country agency, clearly defining the purpose, goals, objectives and details of a project, as well as the responsibilities of each party. Also known as an Memo of Understanding (MOU) in some countries.
Project Agreement	The written agreement between the Peace Corps and a host-country agency that serves as a working document, defining why and how they will proceed with a project strategy and Volunteer assignments. It is compatible with Peace Corps programming criteria and host-country needs. The project plan is often incorporated into a project agreement or MOU that is jointly signed.
Project Criteria	Peace Corps priorities reflecting philosophy, needs, and resource availability that should be incorporated into each project. While each criterion need not be met in every project, each must be addressed.
Project Goal	A project goal statement should answer the question: What condition needs to occur to achieve the project's purpose?
Project Objective	Project objectives describe what activities will take place and the desired change that will occur because of those activities. Project objectives answer two questions: What major activities will Volunteers and their community partners do? and What knowledge, attitudes, skills or behaviors are expected to change because of these activities? Project objectives should be measurable and time bound.
Project Participants	All of those involved, in one way or another, in the promotion, design, organization, implementation, evaluation and/or documentation of a project, to include community members, host-country agency partners, community partners, coworkers, and supervisors.
Project Plan	The written agreement between the Peace Corps and a host-country agency that serves as a working document, defining why and how they will proceed with a project strategy and Volunteer assignments. It is compatible with Peace Corps programming criteria, host-country priorities and community needs and resources, and consists of project background, project description including the project framework (project purpose, goals and objectives), monitoring and evaluation plan, and project management. The project plan is often incorporated into a project agreement or memo of understanding that is jointly signed.
Project Purpose	A project purpose statement that answers the question: What is the broad desired improvement in people's lives that will result from this project? The statement should be brief and visionary and explain why the project is being implemented.
Qualitative data	Pieces of information in the form of words, usually quotes and a description that answers questions about "why" and "how."
Quantitative data	Pieces of information in the form of numbers that answers questions about "what" and "how many."

Quarterly Trainee Request System	A process by which posts, four times a year, project the numbers and types of Volunteers needed for the country projects.
Questionnaire	A written document consisting of questions that individuals are asked to complete, either by themselves or with the data collector.
Sector	Refers to all activities related within one content area. Peace Corps activities are usually classified according to the following sectors: Agriculture, Business Development, Education, Environment, Health, and Youth Development.
Stakeholder	Individuals or groups of individuals who either affect or are effected by a project. In a Peace Corps project, this typically includes Volunteers, community partners, community members, supervisors, host-country agency partners, programming and other post staff, and Peace Corps headquarters staff.
Statement of Work (SOW)	Part of the contractual document that outlines the responsibilities of a person performing a Personal Services Contract (PSC) or an organization performing under a non-Personal Services Contract. The SOW is included in the Request for Proposal (RFP) provided to contractors who wish to bid for a training program or other Peace Corps contract.
Supervisor	A person within a government agency or non-governmental organization (NGO) in charge of a particular department or unit to which Volunteers are assigned.
Task Analysis	An examination of project objectives to determine the discrete activities that a Volunteer must be trained to perform in order to accomplish the objective.
Task, Project	Activities that Volunteers perform to meet the project's goals and objectives.
Training Goal	A training goal describes the broad desired results of a training event.
Training of Trainers (TOT)	A program to prepare training staff for their duties. The TOT is attended by the Training Manager, coordinators, language instructors and other instructors, and support staff as determined by the Training Manager.
Volunteer Assignment	A set of responsibilities to be undertaken by one or more Volunteers working on a project. For example, the Health project in Ecuador has two Volunteer assignments: 1) an assignment which includes activities requiring the skill of a person with a degree in health, and 2) an assignment which includes activities requiring the skills of a person who has a background and an expressed interest in community extension work in health.
Volunteer Assignment Description (VAD)	The document outlining the responsibilities, activities, work objectives, cross-cultural expectations, living conditions, entry skills, and other competencies required for a given Peace Corps Volunteer assignment. It is used by placement officers to select and place future Volunteers, and to inform those invited to become Volunteers about the assignment they are being offered.

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